


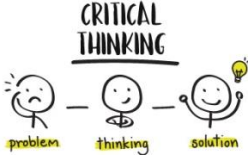






<p>Character Profile of a Radford Designer in Year 3</p>	<p>Self Manager – organise and be responsible for their work in Design and Technology</p>	<p>Effective Participators – engage actively with all types of work in Design and Technology</p>	<p>Resourceful Thinker – ask searching questions about designs and technology and be creative in their designs</p>
	 <ul style="list-style-type: none"> • Work within a time from on a D&T project. • Keep emotions in check when things get tough in D&T. 	 <ul style="list-style-type: none"> • Listen to and follow instructions independently in D&T. • Know how to make an idea even better in D&T. • Try out new ideas in D&T even if feeling nervous. 	 <ul style="list-style-type: none"> • Think of different ideas and possibilities when solving problems in D&T. • Have a go at something that might not work. • Improve learning in D&T by imitating others.
<p>Literate, Numerate and Digital - apply English, Maths and Computing in their work in Design and Technology</p>	<p>Independent Enquirer – plan and carry out a Design and Technology project</p>	<p>Team Worker – work with others to plan and complete a Design and Technology project</p>	<p>Reflective Learner – Reflect on own their own designs and models and those of others, including commercial designs</p>
 <ul style="list-style-type: none"> • I can apply my writing skills and create pieces of text that show an understanding of a D&T project. • I can carry out research to gather information to help a design. • I can use computing skills to communicate my new D&T knowledge. 	 <ul style="list-style-type: none"> • See the relationships between things and use to explain D&T ideas to others. • Plan and finish a task in D&T within a given time frame. • Suggest a question which can be investigated in D&T. 	 <ul style="list-style-type: none"> • Listen to and follow instructions independently in D&T. • Work harmoniously and constructively with others in joint activity. • Give feedback to others in the group on their performance in D&T. 	 <p>Reflective Thinking</p> <ul style="list-style-type: none"> • Say who or what helps them learn in D&T and how and why they know. • Gauge when a D&T task has been completed to the best of their ability. • Take time to consider experiences in D&T and what needs to be done next.